Making Grade-Level Text Accessible Using G.L.A.D. Strategies
by Kathy Waldman

"I’m not afraid of big words anymore!"
"I understand the stuff I’m reading about."

Third-grade G.L.A.D. students

Why is reading so hard for students as they enter the middle grades? This issue has perplexed teachers for years. It has been well documented as the “fourth-grade slump” and explained as the difficulty presented as students move from learning to read to reading to learn. In a video presentation, Why Reading Is Hard (Center for Applied Linguistics), Lily Wong Fillmore and Catherine Snow talk at length about the frustrations students feel as they struggle to comprehend text. In their analysis, three major obstacles get in the way of understanding text: unknown vocabulary, difficult syntax, and background knowledge. The researchers followed a group of at-grade-level readers, both native English speakers and intermediate to advanced second language learners, as they struggled to make sense of confusing text. While the students were working hard to make meaning from the selections, their erroneous assumptions about vocabulary, concepts, and language structures definitely prevented them from understanding what they were reading.

As a reading specialist, I know that reading is a very complex task. Even students who sound fluent as they read aloud do not necessarily understand what they are reading. Teachers are often amazed that students cannot answer discussion questions after reading, especially in science and social studies textbooks. Lily Wong Fillmore and Catherine Snow shine a bright light on the problem in their video, but only through G.L.A.D. (Guided Language Acquisition Design) and its strategies have I found a systematic way of addressing the need for deep vocabulary development, oral language practice (syntax), and developing background knowledge. In a recent G.L.A.D. training in California, trainer Holly Goosens stated, “The purpose of G.L.A.D. is to get students ready to comprehend their grade-level text books.”

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The Alice Faye Kent Hoppes Statewide Essay Scholarship was developed in honor of Alice Faye Kent Hoppes for graduating seniors of African-American descent across the state of New Mexico. The scholarship is given every other year in February during African-American Day at the Legislature by the African-American Legislative Council.

Alice Faye Kent Hoppes, the second of four children of the late Harold and Bessie Kent, was born in Tucumcari, New Mexico, on May 20, 1939. Faye, as she was known during her childhood, was reared in a strong family that supported the ideals of hard work, honesty, and independence. The Kent children attended the segregated school earmarked for the small black student population in Tucumcari. Faye graduated in 1958, though, from Tucumcari High School which had become integrated. From an early age, the separate and unequal treatment of African-American citizens endured merely because of the color of their skin was troubling and unacceptable to her.

When Mrs. Hoppes and her family moved to Albuquerque in 1967, she began her quest to provide a voice on behalf of black citizens in the community. By this time she was more readily known as Alice. She fervently and fearlessly fought to make the political, social, and governmental systems accountable to its black citizens not only in Albuquerque, but throughout the state as well.

Mrs. Hoppes was elected president of the NAACP-Albuquerque Branch in 1984. She served in this position for 12 years. During her tenure, she spearheaded efforts to create an African-American Day at the annual State Fair, organized civil rights marches to protest unfair practices, and spoke out in a variety of venues about prison reform, biased media reporting, unfair labor practices, fair housing, and equal access. Additionally, Mrs. Hoppes fervently lobbied for the creation of the African-American Pavilion at the New Mexico Expo Fairgrounds. Mrs. Hoppes was involved in a number of organizations, but her most notable accomplishment was her appointment in 2003 as director of the Office of African-American Affairs by Governor Bill Richardson.

Mrs. Hoppes died on October 21, 2003. For her many years of tireless work on behalf of African-Americans and others in New Mexico, Governor Richardson decreed that the African-American Pavilion at the N.M. Expo Fairgrounds be named the Alice F. Hoppes African-American Pavilion. For all that she did on behalf of black and/or disenfranchised citizens in New Mexico, we are grateful.

This year’s essay and scholarship winner (pictured at left), Iman Aurelia Brown of Las Cruces Mayfield High School, responded to the following question: As a graduating senior, what are your future plans for continuing the work that Alice Hoppes began? Her winning essay follows on page 3.

Ms. Brown was recognized on African-American Day at the Legislature, where she read her winning essay to a joint session of the Senate and House of Representatives. She also received an award of $1,500.
The legacy of the work began by Alice Faye Kent Hoppes is monumental for the black citizens of New Mexico. It is a legacy that must be carried on in order for black New Mexicans to continue to close the gaps that exist when compared to the Hispanic and white citizens of the State. It is a challenge to be a black New Mexican. We represent one of the smallest ethnic groups in New Mexico. As a small group, our unique needs are often overlooked and sometimes even ignored. Alice Faye Kent Hoppes was a voice in the black community of New Mexico that could not be ignored. She helped ensure that the concerns and needs of black New Mexicans were heard.

Today there are many issues facing the black citizens of our state. There are some communities and government systems that are very accessible and responsive to black citizens, thanks in no small part to the work of Mrs. Alice Kent Hoppes. However, many challenges continue to exist in this arena for black New Mexicans. Within this state there are communities and governmental systems that are neither accessible nor responsive to blacks. It is within these communities and systems that considerable work is still required in order to make them accountable to black citizens.

As a graduating senior, I am committed to Mrs. Kent Hoppes’ legacy to make the political, social, and governmental systems in New Mexico more accountable to black citizens. As part of my commitment, I plan to attend college majoring in psychology and minoring in African-American studies. After obtaining my bachelors degree I hope to pursue a master’s degree. It is my ultimate goal to someday work within New Mexico for a government agency and be involved in committees that address the concerns of black citizens and also the black employees of the agency.

It is my belief that an effective way to make governmental systems more accountable to black New Mexicans is to be involved from within. Once I am an employee of a government agency, I will work diligently to ensure that the agency I work for is accessible, accountable, and responsive to the black citizens of New Mexico. I hope to affect policy and procedural changes that will help address the interest and issues of black New Mexicans. Governmental systems and agencies by their very nature have a social responsibility to all citizens that they serve. It is my desire to see that the black citizens of New Mexico are accounted for in the scope of that social responsibility.

At the community level I plan to be involved in such organizations as the NAACP and ACORN. As history has taught us, the collective power of a small group is often greater than that of any single individual. Joining together with others of similar interests and purpose can be vital in affecting positive community and cultural change.

I also aspire to someday be a member of the Advisory Committee to the Governor’s Office of African-American Affairs. I believe that in order to be an effective advocate for black citizens I must take active roles in shaping the social, political and governmental systems. By taking an active role I hope to encourage and inspire others to become actively involved in the various systems that affect and influence their lives and the communities they live in.

Mrs. Alice Faye Kent Hoppes was a champion in making the political, social and governmental systems accountable to New Mexico’s black citizens. The legacy she began must be carried on in order to achieve the goal she envisioned. I have a personal commitment to do all that I can in order to ensure this legacy is carried on. I will strive to see that the noble goal Mrs. Kent Hoppes devoted her life to be achieved. It is my sincere hope that I might become just one of many “Alice Kent Hoppes” in my generation.
This year, my first teaching an ESL class, has been challenging. The ESL class I teach is an intermediate/advanced language arts class which includes students in sixth, seventh, and eighth grades.

Based on their early work samples and portfolio assessments, the students ranged from beginning to intermediate in all areas of English language proficiency. Two of their classes are taught in Spanish, so I was concerned that the students might have limited opportunity to speak English.

Knowing that ELL students must have the same access to challenging curriculum as their English-speaking counterparts, I was daunted by the task of providing rigorous instruction for both English language development and grade-level language arts curriculum. This article chronicles where I began in my class, the challenges I have faced, and how I am meeting them through constant evaluation of the class and collaboration with an LCE resource teacher.

One of my first tasks in the class was to build a rapport and create interest in the class. After sorting through the High Point materials, I selected Book A to begin with. I began the class with the play "Earthquake at Dawn." I wanted the students to do a readers’ theater performance for the beginning ESL class. We spent several weeks with this play. My goal was to work on reading fluency and speaking English. The students were enthusiastic about practicing their lines, developing a set, and discussing the topic of earthquakes and other natural disasters. The activities built rapport in the class, increased spoken English in the classroom, and kept the boys interested. I was feeling confident.

With this confidence, I started the unit on "Teamwork." I began incorporating the grammar and practice books weekly. The students’ interest began to wane, and I started to lose the class. My confidence began to waver. Students began having side conversations in Spanish not related to the class work. They did not seem interested in anything we were doing and applied little effort. Completed work was sloppy and not up to their capacity.

As I know from my teaching experience as a math instructor, classroom disruptions and poor student performance are most often problems with instruction. I had to ask myself several questions that all teachers need to ask when classroom management and student performance become a problem. Are the work and activities that I am assigning too challenging or not challenging enough? Am I differentiating instruction for all of my students? Am I making the unit interesting to the students? Finally, what are the High Point theme assessments showing about their performance? Specifically, what are they doing well and not so well?

This evaluation gave me some insights into areas that needed improvement. To my first question about the work being challenging enough, I decided it was probably not. The students needed some time to get into the practice of using English after having not used it for most of the summer. They were definitely —continued on page 5—
ready and able to read and do more than the High Point level A was offering.

I asked the students if they felt the work was too easy or hard. Most of them said it was too easy. I decided that I should use a higher level text, so I began implementing the Level B curriculum and the suggested differentiated activities for beginning, intermediate, and advanced English learners. The students responded well to this change. They were more engaged in the stories and related activities. There were fewer side conversations in Spanish and more English discussions about the topics that we were studying. The class work was completed with more effort put in to it.

To the questions about differentiation and interest, I knew I could do better: I was using many of the activities in the High Point text as they were scripted and not modifying them much. I felt I needed to differentiate more for both the English proficiency levels and for personal interests. I accomplished this in two ways. As I began varying activities using the suggestions from the teacher’s guide, I also began engaging the students in reading topics that they were interested in. I took the students to the library (at this point none of my students had ever checked out a book from the library) where the librarian and I helped them select books in their area of interest and reading level.

The students have to read their books as homework over two weeks. As a summation activity, they select one of the following tasks to complete by the end of the two-week period: a written book report, an ABC book, a diorama, or a written and illustrated advertisement for the book. This was a successful way of getting more student buy-in. The students were very excited about going to the library, checking out books, and being able to choose their own final project. They often would recommend their book to other students. The summation activities aligned with the language arts curriculum for writing and vocabulary development.

To the final question regarding the High Point unit assessments, I identified two areas that were weak in my instruction—vocabulary and writing. The students performed fairly well on other sections of the assessment. Their performance was less than satisfactory for vocabulary and poor for the writing selections. The poor performance on vocabulary surprised me because I had been doing several activities around the vocabulary words for each unit, which included keeping a vocabulary notebook.

The LCE teacher and I discussed using the Frayer model for vocabulary instruction. After going over the words in class, the students complete the model for each word. Throughout the week we review the words and I check for understanding. This has been challenging for the students, forcing them to make connections to what they already know. It has been enlightening for me to see both the misconceptions students have about the vocabulary words and also some of the brilliant examples they come up with for the words. Students have risen to the challenge as seen in the latest assessments where all students scored above 80% percent on the vocabulary portion of the High Point theme assessment.

The last and most challenging area was writing. From the LCE resource teacher’s suggestions I began having the students work with each other and as a whole class to share their writing. We discussed what could be considered a good piece of writing and how the writing should be evaluated. Thus, the class had more buy-in into the writing process. Their writing has shown some improvement from these changes. In particular, most of the students are using basic conventions in their writing, and most of their writing is more understandable. This is still an area of challenge for the students, but they are more comfortable with writing and are writing much more than they were at the beginning of the year.

While challenging, teaching an ESL class this year has been rewarding for me. Through reflection and evaluation of my teaching and students’ performance, I have been better able to meet the goals of the class: provide English language development and grade-level language arts curriculum to this diverse group of students.
**Historia**
El año 2008-2009 es el noveno año del programa de lenguaje dual de la Escuela Secundaria Truman, ubicada en la zona suroeste de la ciudad de Albuquerque. Nuestra población escolar es de 1160 estudiantes, de los cuales 311 participan en el programa de lenguaje dual: 99 estudiantes de sexto grado, 99 estudiantes de séptimo y 113 de octavo. Nuestro modelo es unidireccional debido a que 90% de los estudiantes de Truman son hispanos y más de 600 de las familias de Truman usan el español como primer idioma.

** Diseño**
Los estudiantes que participan en nuestro programa de lenguaje dual provienen de varios modelos de educación bilingüe en la primaria, que incluyen programas de lenguaje dual 50-50, 90-10, escuelas con programas que solo brindan español en una clase, una combinación de programas en diferentes escuelas o de escuelas en países de habla hispana.

Nuestro horario de clases está dividido en cinco periodos diarios de 67 minutos cada uno (cuatro materias requeridas y una materia electiva). En cada grado hay un equipo de cuatro maestros que enseñan las cuatro materias requeridas: lenguaje en inglés, matemáticas en inglés, humanidades (lenguaje y ciencias sociales) en español y ciencias naturales en español. Ofrecemos tres materias electivas en español. Todos los maestros en nuestro programa son altamente calificados en el aprendizaje e instrucción en el idioma y materia que enseñan y siguen las normas académicas estatales.

**Participación**
Para que un estudiante participe, los padres deben seleccionar el programa de lenguaje dual al inscribir a su hijo o hija en la escuela. Algunas personas, particularmente aquellos que trabajan en modelos de lenguaje dual en primaria, cuestionan el hecho de que aceptemos a todo estudiante cuyas familias soliciten participar. En nuestra experiencia, las familias que quieren participar en el programa, sienten que damos valor a su cultura y lengua y se convierten en nuestros aliados en el proceso educativo de sus hijos.

**Información**
El primer paso en la planificación de la enseñanza en cada materia es conocer los niveles de competencia en inglés y español de todos los estudiantes que participan en el programa de lenguaje dual. Esto lo hacemos usando el informe State Bilingual Report. La gráfica 1 (véase pág. 7) representa los niveles de competencia lingüística en inglés y español de los estudiantes en nuestro programa. Cada estudiante está en una de las siguientes categorías:

1) ADVANCED o FEP y FSP competentes o avanzados en español e inglés—el nivel al cual queremos que lleguen todos los estudiantes que participan en el programa;
2) FSP competentes en español y ELL—no competente en inglés;
3) ADVANCED o FEP competente en inglés y SLL—no competente en español;

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que las estrategias que usamos con estudiantes que aprenden inglés como segunda lengua, deben ser las estrategias usadas al enseñar en español manteniendo las mismas altas expectativas académicas para la lectoescritura en español como lo hacemos con el inglés. El enfoque comunicativo de la maestra se basa en el uso de literatura auténtica, las seis características de la redacción Six Trait Writing, el aprendizaje recíproco y otras estrategias para la enseñanza del idioma y del contenido de ciencias sociales de séptimo grado siguiendo las normas académicas del Estado de Nuevo México.

Alineación
El programa de lenguaje dual de la Escuela Secundaria Truman está alineado con las prácticas en el documento Guiding Principles for Dual Language Education (www.dlenm.org) usadas para la autoevaluación de programas de lenguaje dual en la secundaria: enseñanza en español en dos o más materias, separación estricta de los idiomas de enseñanza en cada clase y el compromiso familiar de mantener a cada estudiante en el programa hasta la preparatoria y si es posible, la universidad u otros institutos de educación superior.

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Gráfica 1

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4) SLL—no competente en español y ELL—no competente en inglés.

Además de este informe los maestros usan pruebas bimestrales y ejemplos de la escritura de los estudiantes para evaluar más profundamente sus niveles de competencia lingüística.

Hemos observado que la diferencia de niveles de competencia lingüística en inglés y español no solo varía debido a la cantidad de escuelas primarias y modelos de los cuales vienen nuestros estudiantes, sino que los estudiantes que vienen de una misma escuela también muestran una variedad de niveles de competencia lingüística en inglés y español. Por ejemplo, separamos los resultados de un grupo que participó en el programa dual 50-50 de la Escuela Primaria Dolores González y ahora cursa el 6to grado en la Secundaria Truman y observamos que de los cinco estudiantes de este subgrupo, solo DOS están en la categoría 1) y los otros tres están en la categoría 2), 3) y 4) respectivamente. Creemos que todos los estudiantes en el programa dual están aprendiendo los dos idiomas pero hay diferencias individuales en su progreso. Esto apoya nuestra decisión de aceptar estudiantes de diversos programas ya que la diversidad de nivel no debe impedir la participación en un programa dual de primaria o secundaria. Nuestra meta es que todos logren ser competentes o avanzados en español e inglés.

Planificación
La diversidad de niveles de competencia en los dos idiomas de enseñanza exige la buena planificación de lecciones con apoyo académico decreciente o “scaffolding” y el uso de otras estrategias de diferenciación de la instrucción tanto en español como en inglés. Jessica Salazar enseña la clase de humanidades en español en séptimo grado en el programa de lenguaje dual de la Escuela Secundaria Truman. Esta clase combina el estudio de ciencias sociales y lenguaje en español. Después de informarse acerca de los niveles de competencia lingüística en español de sus estudiantes, la maestra organiza su instrucción. Jessica Salazar considera
The G.L.A.D. framework provides the time needed to develop the language, vocabulary, and background knowledge that students require in order to be successful readers of academic text. It works through cooperative groups to support all levels of language learners, and the spiraling curriculum uses multiple pathways to learning high-level academic vocabulary and concepts. Extensive time is spent developing the background knowledge and vocabulary needed to successfully read about a given academic topic, and all of the activities are purposeful.

From the first cognitive content dictionary (CCD) word to the highest guided reading lesson, called “Clunkers and Links”, a teacher using G.L.A.D. works to help students gain strategies that they can later apply to all academic tasks. The CCD word is a signal word for the day, and students are taught a motion to go with it. Every time they hear the word, it signals a change in activity. The students repeat the word with its motion, and this ensures that students hear and say the word many times during the course of the day. As she begins charting the word, the teacher asks how many students have heard the word and how many have not. She notes this next to the word. They are not given the definition right away – instead, each team of four students is asked to make a prediction about its meaning and explain their reasoning. Teachers can gain insight into students’ thinking in this way, and students become aware of their own metacognition.

The following day each team is asked to give a final meaning for the signal word. The teacher puts the negotiated final meaning on the chart, ensuring that the definition is correct, and she sometimes asks students to look at word parts (suffixes and prefixes, root words) as clues to meaning. Then each team creates an oral sentence using the word, and a new word of the day, complete with a motion, is given and students again predict its meaning. As the unit progresses, students’ predictions and final definitions become more and more exact. They develop the vital skills necessary for gaining meaning from context and being aware of clues to meaning that all good readers need.

On Friday of each week, students pick the word of the day, reading the walls for unknown words, and each team comes up with a “stumper” word. If no other team can define it, it is listed as a possibility, and students vote on which word to use. In this way, students are encouraged to be curious about words, another characteristic of what good readers do.

G.L.A.D. uses several types of input charts to ensure deep background knowledge of the topic. One, called a graphic organizer, can be a large map or time line which is labeled with events and language, as well as picture cards. Another is a pictorial input chart, a large picture drawn in front of the students (usually lightly penciled on butcher paper ahead of time), and labeled with words and interesting facts, color-coded by section. Another is a narrative input, similar to a flannel-board story, which adds to the information about the topic. All of these are introduced one day, and then revisited with word cards for review on the next day. Then each team is charged with reproducing the graphic, and adding to it as they learn more about the topic. Students develop background knowledge and schema in order to read and write with understanding about the topic, which includes the ability to search for needed information in complex academic texts.
In G.L.A.D., chants and the sentence patterning chart are used to help students learn English syntax. The rhythm and cadence of the chants helps students learn facts, vocabulary, and syntax in a non-threatening way. The sentence patterning chart helps students to develop English sentences and learn the parts of speech and their functions. First, the teacher gives the students a noun, such as a name from the unit (perhaps “jaguars” from a rain forest unit), and asks for a “shout out” of adjectives that could describe it. She writes them in red in a column on a large chart (in front of the one noun, written in black) under the “adjective” heading. She then says, “Now class, tell me what jaguars do.” She writes their suggestions in green under the “verb” column. She proceeds with adverbs and prepositional phrases. Next, she demonstrates choosing adjectives (2), a verb, an adverb, and a prepositional phrase and sings the sentence created to the tune of “Farmer in the Dell.”

Hungry, fierce jaguars
Hungry, fierce jaguars
Hungry, fierce jaguars pounce
Silently in the rain forest.

Students are then chosen to pick words for new sentences and point to them as the class sings new songs. Words are then put on cards and given to the teams, first in a way that ensures that students have what they need to complete a sentence. On the next day, the class may play the trading game. This time words are given randomly to the teams. One team may have several adjectives and a noun. Another team may have two adverbs, but no prepositional phrase. The teams designate a trader, and that student “shops” for what they need from the other teams. Students are required to ask for the parts of speech they need by name, saying, for instance, “Do you have any extra verbs?” When sentences are complete, teams again report out by singing their sentences. Next, the teams practice writing simple chants, using words from the sentence patterning chart. They are given a frame to fill in. In this way, several syntactically difficult patterns can be practiced in a non-threatening and enjoyable manner.

Later, students will write individual chants, using patterns they have learned together, or making up their own patterns. In this way, they learn to experiment and think about syntax, and break apart difficult sentences to gain meaning.

Toward the end of each G.L.A.D. unit, students begin to read and create grade-level-appropriate text. One activity, called “Clunkers and Links” helps grade-level readers who are having trouble with comprehension in science and social studies return to the textbook. First the teacher asks, “What are some of the important words you think we will find in the section about the rain forest?” Students in this small group are encouraged to look around the room at the charts produced during the unit and remember or find pertinent words about the topic. The teacher writes the words on a group chart. Then she asks for key ideas that they might find in the section, and she writes those down. Next, she asks them to open their books and look at the illustrations, charts, and headings on a couple of pages of text. “Do you have any new words to add to our chart? Are there other key ideas that might be a part of this section?” She writes these in a second color. Students then scan the text for words that they don’t know (clunkers) and mark them with a small Post-It™ with a question mark on it. Also, they mark words they know that could help them understand the text with a star on a small Post-It™ (links). The group shares their clunkers, and the teacher defines them briefly. Then they discuss their links. Only then does she ask students to read the section of text with a partner. Later, she calls the group back for discussion and clarification. It is impressive to see students, who had struggled to comprehend grade-level text despite their reading fluency, successfully discuss complex questions.

Catherine Snow and Lily Wong Fillmore are right—even seemingly fluent readers struggle with a lack of background knowledge, unfamiliar vocabulary, and confusing syntax in many text books. G.L.A.D. strategies help students take charge of their own learning and develop the techniques good readers use to make meaning from difficult text. Every language learner, from beginner to advanced, can benefit from this differentiated approach to learning.
Two dual language first grade and a dual language third grade teachers at Atrisco Elementary teamed up with their art teacher and special guide to spend a day touring Laguna Pueblo. They met with local artisans, visited St. Joseph’s Mission Church and watched Tohdawih dances which celebrated Three Kings Day (El Día de Los Tres Reyes Magos).

With the support of Principal Audie Brown and Administrative Intern Dianna Valenzuela, art teacher Lora Anderson, and dual-language first grade teacher Rosemary Encinias began the activities by having all three classes meet with their guide, retired APS teacher and Laguna native Harriet Marmon. Ms. Marmon wove tales that spoke about the history, life, and legends of the Laguna people. She emphasized the collaborative influences of the Native American, Hispanic, and Anglo cultures in New Mexico with an emphasis on the arts (music, visual, dance, etc.). She also talked about what to expect and proper behavior while at the pueblo. Ms. Anderson gave the children an assignment to use all their senses to really be aware of what they were seeing and experiencing . . . and to be ready to talk about it when they returned.

On the morning of Friday, January 9th, the three classes (Ms. Rosemary Encinias’ and Ms. Torina Carter’s first grades, and Ms. Elva Garza’s third grade) and 21 adults caravanned by bus and car to Laguna Pueblo. Ms. Marmon was the guide and Ms. Encinias provided Spanish translation services to the group that included the students, younger siblings, parents, grandparents, and other Atrisqueños. Many of the parents and grandparents were Spanish-only speakers who clearly enjoyed accompanying their children and understanding what was being said as well.

The first stop was the administrative offices where Ms. Marmon talked about the tribal government in both a present and historical context. The group then stopped by a community horno (“oven” or, in Keres, bah ka truth) where Ms. Marmon explained how it was made and used in the art of baking and bread-making. As the group continued walking, Ms. Anderson pointed out the styles and construction of the adobe buildings. At one point, the group stopped and felt the textures of the stuccoed walls while observing the subtle differences in the colors of the walls.

Ms. Marmon and Ms. Encinias talked about the interchangeable uses of Laguna’s native language, Keres, and Spanish in the Pueblo. For instance, words like horno, mesa, and laguna are Spanish words that are commonly used at the Pueblo and are part of the Laguna vocabulary. The name Laguna is Spanish for lake; in Keres, lake is kawaika. The people at the Pueblo use the word Laguna outside the Pueblo to refer to their home but use Kawaika locally and to each other. It was a truly multilingual experience to have Ms. Anderson speaking English, Ms. Encinias speaking Spanish, and Ms. Marmon speaking Keres.

The next stop was at the home of tribal elder Ruth Koyona, a traditional Laguna master potter. She said that the art of making pottery has been passed down through generations of

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Resultados

Los maestros, los directores, los estudiantes, las familias y la comunidad de nuestro programa de lenguaje dual estamos orgullosos de nuestro progreso. Además de la apreciación de dos idiomas y culturas, vemos el desarrollo de un gran interés en otras culturas. Más de un 90% de los estudiantes que participan en nuestro programa dual permanecen en el programa durante sexto, séptimo y octavo grados. Esto nos permite ver el mejoramiento en los niveles de lectoescritura en español e inglés. Los resultados de las pruebas normalizadas del estado de Nuevo México del año 2008 muestran que los estudiantes en el programa de lenguaje dual progresaron más que el resto de la población estudiantil escolar. Por ejemplo, en matemáticas de séptimo grado los estudiantes del programa dual lograron una puntuación un 10% superior y en lectura en inglés un 5% superior al resto de la población estudiantil escolar. En nuestra escuela los estudiantes ELL progresaron un 35% en su aprendizaje del inglés de acuerdo con los objetivos anuales AMAO-1 que pueden alcanzarse y medirse (basados en el NMELPA), un logro superior al objetivo de 20% establecido por el Estado de Nuevo México.

Para más información sobre el Programa Dual de la Escuela Secundaria Truman, llame a Mirle Hernández, Coordinadora de Educación Bilíngüe al 836-3030 ext. 59220, hernandez@aps.edu. Nos encantaría que nos visite.

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Coming Events

❖ SOUTHWEST CONFERENCE ON LANGUAGE TEACHING — Language Cultivated: April 2-4, 2009, Norman, Oklahoma. For more information, visit the website at www.swcolt.org.

❖ INTERNATIONAL READING ASSOCIATION’S 54TH ANNUAL CONVENTION, NORTH CENTRAL — Reading, Writing, and Conversations: May 3-7, 2009, in Minneapolis, Minnesota. For more information, visit the website at www.reading.org.

FYI...

UNM/APS ESL Endorsement 2009 Summer Institute

For the last ten summers, UNM and APS have sponsored an ESL Summer Institute designed to help in-service and pre-service teachers of all grade levels secure ESL endorsements. This summer’s institute will be held at La Mesa Elementary School from June 1 to July 10. The institute runs Monday through Friday from 8:00 a.m. to 1:00 p.m. There will be an opportunity to work with ESL students. Participants take three integrated courses (and there are prerequisites):

LLSS 453 — Foundations of Bilingual Education
LLSS 482 — Teaching English as a Second Language
LLSS 4559/559 — Second Language Literacy

Application deadline for the Summer Institute is April 3. If you have questions or would like more information, please contact Holbroook Mahn at hmahn@unm.edu.

Welcome to New Mexico Teachers of English to Speakers of Other Languages (NMTESOL)

The mission of NMTESOL is to provide information, direction, advocacy, and support to its membership in promoting excellence in the teaching and learning of English for speakers of other languages. Our goal is to serve ESL and bilingual educators in K-12 schools, community colleges and universities, private businesses, tutoring services, and charitable institutions. We would greatly appreciate it if you could help us spread the word to your colleagues.

We encourage you to visit our website to read our current newsletter as well as learn more about the organization and upcoming activities of NMTESOL. We welcome your ideas for how to make this a useful organization to support English language teaching throughout New Mexico. Membership applications are available on the NMTESOL website (www.nmtesol.wordpress.com). Please pass the word along to your colleagues and direct any inquiries to nmtesol@gmail.com.

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